



A REPORT ON THE
SOCIAL COUNSELLOR EDUCATION PROGRAM

FACULTY OF EDUCATION
UNIVERSITY OF TORONTO

PREPARED BY
MICHAEL MC CUE

DECEMBER 1972

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PART I

INTRODUCTION

Among the many dilemmas facing native people today are the educational institutions and community services' failure to understand natives. While it is easy to identify and name the areas of fault, this does nothing to alleviate them. It is apparent, therefore, that native people have to become involved directly and indirectly in their own educational and social services.

To assist native people in attaining these needs, the Faculty of Education, University of Toronto, developed the Social Counsellor Education Program. The philosophy behind the S.C.E.P. is to develop leadership abilities for those wishing to enhance the opportunities of members of their communities within a social and educational setting.

The Faculty of Education offers winter and summer programs. The summer program is spread out over three years and consists of six week sessions that begin in July. The eight month winter program begins on approximately September 10th. The months of December and January are designated as field experience for winter students. During this period, students return to their communities and work with either D.I.A.N.D. offices, local schools or their band councils. Whereas winter students must find employment after graduation, summer students already occupy positions and work towards certification through the summer sessions.

Curriculum content is designed to accommodate as much as possible the definitions of a Social Counsellor as outlined by D.I.A.N.D. However, these will change to meet the needs of the people as they become known to us.

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PART II

COURSE OF STUDIES

Social Psychology:

An introduction to social and psychological aspects of family living and sex education.

Psychology I:

The course will consider basic psychological concepts with a view to developmental characteristics. Critical aspects of development during various stages of growth will be examined. Some aspects of personality and security development will also be discussed. Methods and values employed at home and school in the socialization of the child is considered with attention to differences in socio-economic and cultural backgrounds.

Psychology II: Interpersonal Relations

Psychology as applied to education will include a study of human behaviour with an emphasis on problems of recognizing motives, areas of misinterpretation, prejudice and mental blocks. Further study will show how a learning experience shapes habits, beliefs, attitudes, motives and abilities.

In the area of counselling, a student will be trained to develop a sense of self-awareness, empathy, communication and self-renewal, thus enabling him to openly understand himself and others. Practical experience such as role playing, group and individual interviewing will compliment the theoretical knowledge.

Psychology III: Humanistic

This course will deal with values and self-actualization through discussion and debate on a variety of topics (e.g. the nature, role and effect of values, and the "true self"), students will be assisted in acquiring counselling expertise.

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Social Theory:

A course involving a consideration of the basic social institutions and processes. This will lead to a discussion of the role that minorities have played in Canadian society. The role that the native people have had in Canada and what current native people are asking for now and for the future will be examined.

Health Education:

A course comprised of areas of personality and interpersonal relationships as related to sexuality, addiction and mental health. Individual presentations will be encouraged in an attempt to gain self-confidence as well as a thorough knowledge of the material.

Law:

An introduction to the Canadian legal system. There will be an emphasis on criminal and court systems and procedures along with a theoretical and practical analysis of the sentencing system. Other areas to be covered are: legal aid, new bail system, civil law, family and juvenile law and courts, Indian Act and aboriginal rights.

Communications:

The major emphasis throughout this program is one of individualized instruction and developmental learning. The learning situations are designed to incorporate objectives that are closely related to the practical considerations and challenges the students will face in their counselling activities in the field. Through the basic skills - reading, writing and speaking - students will develop reading achievement, practical writing proficiency and effective oral expression. An introduction to interpreting the media of film and television will be presented along with frequent usage of portable videotape equipment.

Cultural History and Language:

A course for native people by native people. The Ojibway Language is taught with a view to enabling students to gain a more comprehensive understanding of Ojibway history and customs. Non-Ojibway students are encouraged to conduct historical research of their tribes which is designed to help develop further background knowledge. Other native dialects will be offered as soon as suitably qualified instructors are found.

Recreational Skills:

An introductory course to the various recreational skills which will enable students to develop programs in their communities.

Business Organizational Methods:

Introduction to the field of small business. Students will learn various mathematical and administrative skills that can lead to an understanding of areas such as band management and the implementing of grant programs.

PART III

COMMENTS

Constant criticism of native education programs arises when native people are not directly involved in decision making capacities. Initially, the S.C.E.P. suffered from this common weakness. In its first summer, all teaching personnel were non-native. However, in the first winter program, one native instructor was involved.

After two summer sessions and one winter session, it was apparent that the quality and relevance of the program from the native viewpoint, was questionable. In an attempt to improve, S.C.E.P. altered its format to obtain a balance of native and non-native personnel. This involved the employment of four natives in the main areas of concern. One person is directly involved in the program's administration and the other three teach in the core area of study.

It is hoped that more and more native involvement will be a solution to the problems of quality and relevance as S.C.E.P. recognizes the need to Indianize.

S.C.E.P. is open to all natives in Canada who are:

- a) graduates of high school (grade 12), or
- b) mature persons over the age of twenty-one who may or may not have completed high school.

Please direct all inquiries and applications to either:

Mr. D. B. Brady or Mr. M. A. McCue
Social Counsellor Education Program
The Faculty of Education
University of Toronto
371 Bloor Street West
Toronto 181, Ontario

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